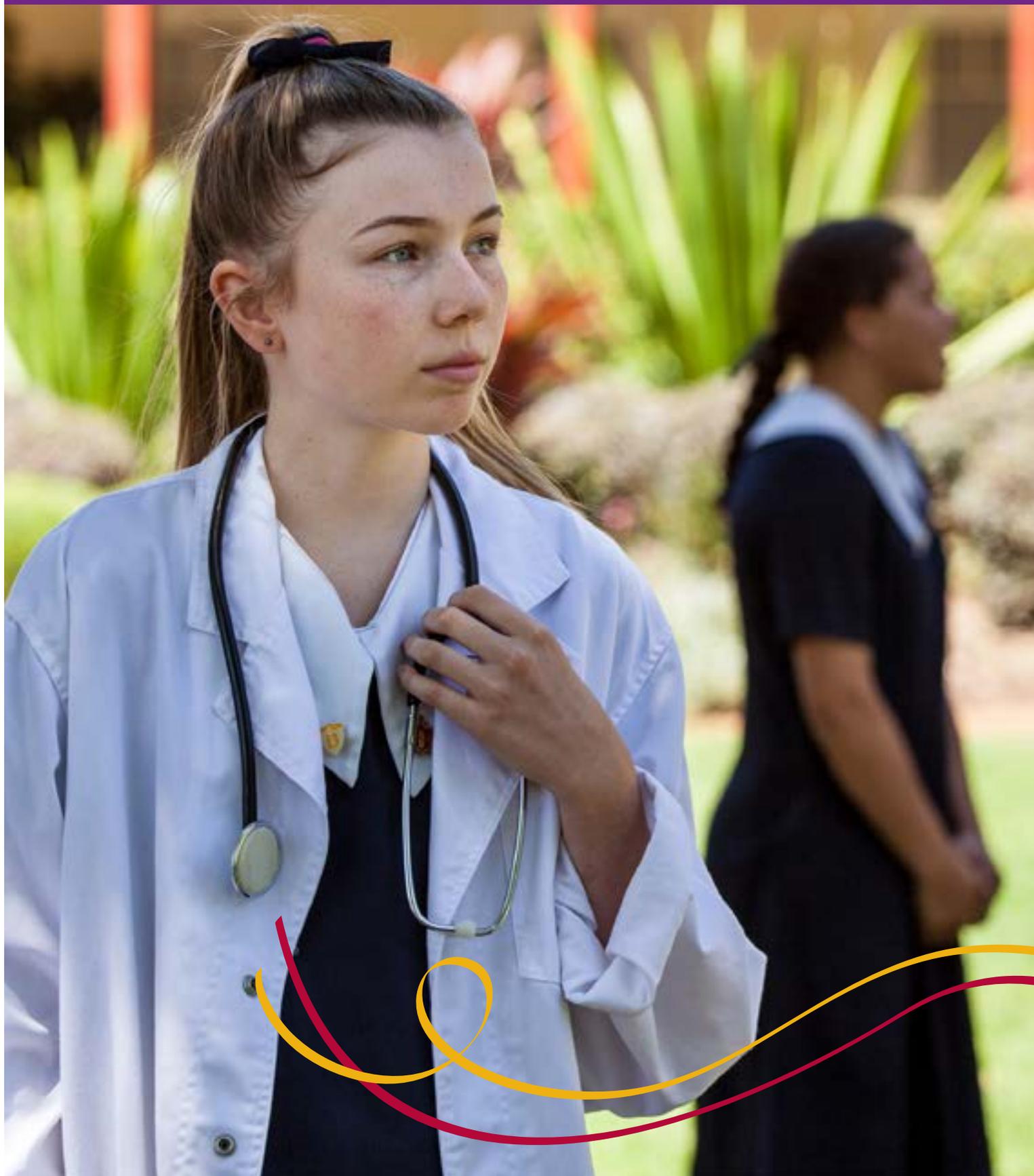




# 2019 QCE Curriculum Guide Years 10 to 12

—  
All She Can Be®



# CONTENTS

WELCOME TO THE NEW QCE	4
INTRODUCTION	4
OVERVIEW	5
SUBJECT SELECTION	5
SUBJECT CHANGES	5
THE QUEENSLAND CERTIFICATE OF EDUCATION	6
SENIOR EDUCATION PROFILE	6
STATEMENT OF RESULTS	6
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)	6
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)	6
THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)	8
ATAR ELIGIBILITY	8
ATAR CALCULATION	8
VOCATIONAL EDUCATION AND TRAINING (VET) AND THE ATAR	8
CURRICULUM GUIDE	9
STUDY OPTIONS	9
STUDY SEQUENCE	9
STUDY REQUIREMENTS	10
PREREQUISITES AND CONSTRAINTS	10
OVERVIEW OF GENERAL AND APPLIED SYLLABUSES	10
GENERAL SYLLABUSES	10
APPLIED SYLLABUSES	11
QCAA SENIOR SYLLABUS SUBJECTS AT GLENNIE	12
VET SUBJECTS AT GLENNIE	48
VOCATIONAL EDUCATION AND TRAINING	48
TRAINEESHIPS	48
ADDITIONAL SUBJECTS AT GLENNIE	51
RELIGIOUS EDUCATION	51
CAREERS EDUCATION	51
PERSONAL DEVELOPMENT	52
STUDY SKILLS	52

# WELCOME TO THE NEW QCE

## INTRODUCTION

The introduction of the new Queensland Certificate of Education (QCE) system is the most significant change to senior curriculum and assessment in Queensland since the early 1970s.

The change involves:

- a new senior assessment model that combines school-based assessment developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA); and
- a move from the current Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), as used by other Australian states and territories.

In responding to this change, The Glennie School has developed a curriculum program that:

- offers breadth and depth in order to provide students with challenge and enjoyment whilst also meeting tertiary entrance pre-requisite requirements; and
- provides multiple pathways as well as flexible and supportive study options for our diverse student cohorts.

Our QCE program provides courses of study, resources, programs and support structures to assist students to develop into capable and confident young women of strength and integrity – optimistic, self-aware and adaptable, with a strong sense of compassion and social justice.

We look forward to working with you to ensure your daughter's senior pathway leads to personal success.

**Tonia Gloudemans**  
*Dean of Teaching and Learning*

## OVERVIEW

The QCE Curriculum Guide 2018 is designed to provide students and parents with an overview of the new senior curriculum, and to assist students with making informed decisions about subject choices.

For students in Year 10, this guide should be used to learn about the QCE and map out a program of study for the final two years at Glennie. For students completing Year 11 in 2019, this guide should be used to re-assess an academic program, in light of ATAR requirements and working towards completion of the QCE.

In the new QCE system, students can study a wide variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational education and training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board

Students should choose subjects according to their learning goals, and what they enjoy and are good at. Students should also pay close attention to the prerequisite requirements of the undergraduate courses they are considering for tertiary study.

In deciding which electives to study, it is important to consider:

- the QCAA senior syllabus subject summaries
- the School guidelines for subject selections
- advice from the Careers Advisor and the Vocational Education and Training (VET) Co-ordinator, as well as Heads of Department

- the student's interests, abilities and motivation
- keeping open as many options as possible
- making choices that will develop skills, knowledge and attitudes which will be useful throughout life

Students are encouraged to reflect on their preferred activities, strengths and aptitudes, personality style and future career and life goals, and to use this knowledge as a basis for course selection.

## SUBJECT SELECTION

Year 10 students will make initial choices from the elective subjects on offer. These choices will be used to guide the decision-making as to the subjects that will run at the start of Year 11.

Once decisions have been made, the subject lines will be created. These lines represent the subjects that will be blocked on the timetable at the same time. Whilst we do our best to meet students' preferences, this may not always be possible due to limitations of class size and viability, the constraints of combined Year 11 & 12 classes, and blocking combinations. Students will be asked to make reserve selections in order to help the school best meet the needs of all students.

In making choices, students are reminded that courses for Years 11 and 12 are two year courses, and they should, therefore, choose carefully. Subject changes at a later date may be very limited and restricted to the first three weeks of every semester.

## SUBJECT CHANGES

It is important that students plan their QCE program carefully, as subject changes at a later date may be very limited and restricted by QCAA rules.

Specifically, students may change a subject:

- in the first three weeks of Unit 1 and Unit 2
- at the end of Unit 1 and Unit 2
- if space and blocking support the change

Subject changes in the new QCE are not possible at the end of Unit 3 as Units 3 and 4 are studied as a sequence and are assessed as such for the purposes of calculating an Australian Tertiary Admission Rank (ATAR).

Change requests must be made on curriculum grounds only and not on the basis of a student or parent request for a change of teacher.

SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of their senior studies. This profile may include a:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)

STATEMENT OF RESULTS

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after they complete each QCAA-developed course of study. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE. A statement of results shows all contributing studies and the results achieved.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. To be awarded a QCE, a student must complete a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

Students have a wide range of learning options to achieve a Queensland Certificate of Education (QCE) including General and Applied subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

If a student does not achieve enough credit to qualify for a Queensland Certificate of Education (QCE) by the end of their senior phase of schooling, they can continue to accrue, through further study, the required amount of learning, at a set standard and in a set pattern for up to nine years after the learning account is opened.

Once a student achieves the set number of credits and has completed the QCE requirements, the Queensland Curriculum and Assessment Authority (QCAA) awards their QCE in the following July or December.

Details of the various ways in which students can gain the required 20 credits for a QCE can be found below. Please note that the QCE rules are quite complex and are subject to change. The information below is a short summary, and is current as at May 2018.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

**Set amount**

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

**Set standard**

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

**Set pattern**

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

**Literacy & numeracy**

Students must meet literacy and numeracy requirements through one of the available learning options.

**Set pattern**

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

**Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

**Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	up to 1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

**Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	up to 1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

**Literacy & numeracy**

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

**Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

**Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

**THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s. The ATAR will be introduced for students who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

**ATAR ELIGIBILITY**

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

**ENGLISH REQUIREMENT**

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

**ATAR CALCULATION**

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

**INTER-SUBJECT SCALING**

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

As scaling is based on actual subject achievement data, it will not be possible to provide the scaled subject data until 2020 when the first students qualify for ATARs in the new system. The first year of the ATAR system will provide base line information about the scaling of subjects for inclusion in the ATAR calculation.

Trend information on the scaling of subjects will be available in the years immediately following the first year.

**VOCATIONAL EDUCATION AND TRAINING (VET) AND THE ATAR**

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

As with inter-subject scaling information, scaled scores for VET qualifications will not be available until 2020.

**STUDY OPTIONS**

**QCAA GENERAL SUBJECTS**

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

**QCAA APPLIED SUBJECTS**

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

**Vocational Education and Training**

Vocational Education and Training (VET) certificates and qualifications can contribute to the achievement of a student's QCE and provide a range of pathways to work, further education and training.

**ADVANCED COURSES OF STUDY**

Studies at tertiary level are called Advanced Courses of Study. They enable students to include a first-year university subject into their study program and entry into these courses is based on academic merit.

**STUDY SEQUENCE**

The QCE program at Glennie is designed to provide breadth and depth of study of Units 1, 2, 3 and 4.

Students will begin their QCE program at the start of Term 4 Year 10 for the following reasons:

- Each unit is written notionally for 55 hours of teaching, learning and assessment
- Coursework for Units 3 and 4 in the Mathematics and Science syllabuses must be completed by mid-Term 3 Year 12, and for the remainder of syllabus subjects by the start of Term 4 Year 12. As a result, the study of Unit 3 must begin in Term 4 Year 11
- A sound basis of skill development and foundational learning in Year 11 is crucial for success in Year 12

The structure of the unit sequence for the QCE program at Glennie is as follows:

Studies are made up of Units numbered 1, 2, 3 and 4 and each unit is studied over a semester:

- Units 1 and 2 are designed to be studied by Year 11 students, but they can be studied by students in Year 10. For example:
  - French Immersion students will study French Units 1 and 2 in Year 10
  - All students will study English Unit 1 in Terms 2 and 3 of Year 10

- Units 1 and 2 may be studied separately or in sequence.
- Units 3 and 4 are designed to be studied by Year 12 students but they can also be studied by Year 11 students. For example:

- French Immersion students may elect to study French Units 3 and 4 in Year 11
- Units 3 and 4 must be studied as a sequence.

Students are required to study 23 – 25 units (or equivalent) in the QCE program at Glennie, consisting of:

- One unit in Year 10 (English Unit 1)
- 12 units (6 subjects) generally in Year 11, and
- 10 or 12 units (5 or 6 subjects) generally in Year 12

A word of caution: although Year 12 students may reduce the number of subjects they study from 6 to 5, in the absence of inter-subject scaling information for Year 12 2020, students are strongly advised to continue with 6 subjects in Year 12.

	Term 1	Term 2	Term 3	Term 4
Year 10	Units 1 and 2 (French only)			Unit 1
		Unit 1 (English Only)		
Year 11	Unit 1	Unit 2	Unit 3	
Year 12	Unit 3	Unit 4		

## STUDY REQUIREMENTS

In Years 11 and 12, students are required to study an English and Mathematics subject as part of their QCE program. Timetabled time is also allocated to Religious Education, careers education, personal development and study skills.

### PREREQUISITES AND CONSTRAINTS

1. To assist students to select the appropriate English subject for their QCE program:
  - In Year 10 all students will study English Unit 1 in Terms 2 and 3
  - In Term 4 of Year 10 and Term 1 of Year 11 all students will study Unit 1 of either Literature or Essential English
  - In Term 2 of Year 11 students will begin Units 2 – 4 of English and/or Literature or Essential English as part of the senior study sequence
2. To study Specialist Mathematics, students must also choose Mathematical Methods:

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.
3. To study French or Japanese, students must have studied these subjects in Years 8, 9 and 10.
4. To study French Extension in Year 12, students should have first completed the French Units 3 and 4 in Year 11: Students should already have well-developed communication skills in French to enable them to undertake the language work required in this subject. This group may include students who have completed immersion courses in Years 8 to 10, who have participated in exchange schemes, who have formally studied French for a significant period of time and/or who are background speakers. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent. 'Equivalent' refers to compatible interstate or overseas school French syllabuses or qualifications.
5. To study Music Extension in Year 12 students must have completed Units 1 and 2 in Music and be enrolled in Units 3 and 4 (or equivalent):

The subject assumes that Units 1 and 2 of the Music syllabus (or equivalent) have been studied before commencing this syllabus. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music.
6. To study English & Literature Extension in Year 12, students must be enrolled in Units 3 and 4 of English or Literature. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

## OVERVIEW OF GENERAL AND APPLIED SYLLABUSES

### GENERAL SYLLABUSES

#### GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. It is strongly recommended that students complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

#### EXTENSION SYLLABUSES COURSE OVERVIEW

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

### UNITS 1 AND 2 ASSESSMENTS

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

### UNITS 3 AND 4 ASSESSMENTS

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### INSTRUMENT-SPECIFIC MARKING GUIDES

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

### EXTERNAL ASSESSMENT

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

### APPLIED SYLLABUSES

#### APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

### ASSESSMENT

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### INSTRUMENT-SPECIFIC STANDARDS MATRIXES

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

### SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

**MATHEMATICS**

- GENERAL
- General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- APPLIED
- Essential Mathematics

**ENGLISH**

- GENERAL
- English
  - Literature
  - English & Literature Extension (Year 12 only)
- APPLIED
- Essential English

**HUMANITIES**

- GENERAL
- Accounting
  - Ancient History
  - Economics
  - Geography
  - Legal Studies
  - Modern History

**TECHNOLOGIES**

- GENERAL
- Design
  - Digital Solutions
- APPLIED
- Fashion
  - Information & Communication Technology (soon to be replaced with Certificate III Business)

**HEALTH AND PHYSICAL EDUCATION**

- GENERAL
- Health
  - Physical Education

**SCIENCE**

- GENERAL
- Agricultural Science
  - Biology
  - Chemistry
  - Physics

**LANGUAGES**

- GENERAL
- French
  - French Extension (Year 12 only)
  - Japanese

**THE ARTS**

- GENERAL
- Dance
  - Drama
  - Music
  - Music Extension - Composition, Musicology or Performance (Year 12 only)
  - Visual Art
- APPLIED
- Visual Arts in Practice

**GENERAL MATHEMATICS**

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

**PATHWAYS**

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

**OBJECTIVES**

- By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
  - comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
  - communicate using mathematical, statistical and everyday language and conventions
  - evaluate the reasonableness of solutions
  - justify procedures and decisions by explaining mathematical reasoning
  - solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

**STRUCTURE**

UNIT 1

**Money, measurement and relations**

- Consumer arithmetic
- Shape and measurement
- Linear equations and their graphs

UNIT 2

**Applied trigonometry, algebra, matrices and univariate data**

- Applications of trigonometry
- Algebra and matrices
- Univariate data analysis

UNIT 3

**Bivariate data, sequences and change, and Earth geometry**

Bivariate data analysis

- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

**Investing and networking**

- Loans, investments and annuities
- Graphs and networks
- Networks and decision mathematics

**ASSESSMENT**

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

**SUMMATIVE ASSESSMENTS**

UNIT 3

**Summative internal assessment 1 (IA1): 20%**

- Problem-solving and modelling task

**Summative internal assessment 2 (IA2): 15%**

- Examination

UNIT 4

**Summative internal assessment 3 (IA3): 15%**

- Examination

**Summative external assessment (EA): 50%**

- Examination

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

### PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

### OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

### STRUCTURE

#### UNIT 1

##### Algebra, statistics and functions

- Arithmetic and geometric sequences and series 1
- Functions and graphs
- Counting and probability
- Exponential functions 1
- Arithmetic and geometric sequences

#### UNIT 2

##### Calculus and further functions

- Exponential functions 2
- The logarithmic function 1
- Trigonometric functions 1
- Introduction to differential calculus
- Further differentiation and applications 1
- Discrete random variables 1

#### UNIT 3

##### Further calculus

- The logarithmic function 2
- Further differentiation and applications 2
- Integrals

#### UNIT 4

##### Further functions and statistics

- Further differentiation and applications 3
- Trigonometric functions 2
- Discrete random variables 2
- Continuous random variables and the normal distribution
- Interval estimates for proportions

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

**Summative internal assessment 1 (IA1):** **20%**

- Problem-solving and modelling task

**Summative internal assessment 2 (IA2):** **15%**

- Examination

##### UNIT 4

**Summative internal assessment 3 (IA3):** **15%**

- Examination

**Summative external assessment (EA):** **50%**

- Examination

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### PATHWAYS

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

### OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

### STRUCTURE

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

#### UNIT 1

##### Combinatorics, vectors and proof

- Combinatorics
- Vectors in the plane
- Introduction to proof

#### UNIT 2

##### Complex numbers, trigonometry, functions and matrices

- Complex numbers 1
- Trigonometry and functions
- Matrices

#### UNIT 3

##### Mathematical induction, and further vectors, matrices and complex numbers

- Proof by mathematical induction
- Vectors and matrices
- Complex numbers 2

#### UNIT 4

##### Further statistical and calculus inference

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

**Summative internal assessment 1 (IA1):** **20%**

- Problem-solving and modelling task

**Summative internal assessment 2 (IA2):** **15%**

- Examination

##### UNIT 4

**Summative internal assessment 3 (IA3):** **15%**

- Examination

**Summative external assessment (EA):** **50%**

- Examination

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

## STRUCTURE

### UNIT 1

#### Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Graphs

### UNIT 2

#### Money, travel and data

- Fundamental topic: Calculations
- Managing money
- Time and motion
- Data collection

### UNIT 3

#### Measurement, scales and data

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Summarising and comparing data

### UNIT 4

#### Graphs, chance and loans

- Fundamental topic: Calculations
- Bivariate graphs
- Probability and relative frequencies
- Loans and compound interest

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### SUMMATIVE ASSESSMENTS

#### UNIT 3

##### Summative internal assessment 1 (IA1):

- Problem-solving and modelling task

##### Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

#### UNIT 4

##### Summative internal assessment 3 (IA3):

- Problem-solving and modelling task

##### Summative internal assessment (IA4):

- Examination

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## PATHWAYS

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

## STRUCTURE

### UNIT 1

#### Perspectives and texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts

#### Texts and culture

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

#### Textual connections

- Exploring connections between texts
- Examining different perspectives of the same issue in texts and shaping own perspectives
- Creating responses for public audiences and persuasive texts

#### Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

#### UNIT 3

##### Summative internal assessment 1 (IA1): 25%

- Extended response — written response for a public audience

##### Summative internal assessment 2 (IA2): 25%

- Extended response — persuasive spoken response

#### UNIT 4

##### Summative internal assessment 3 (IA3):

- Extended response — imaginative written response 25%

##### Summative external assessment (EA): 25%

- Examination — analytical written response

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

### PATHWAYS

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

## STRUCTURE

### UNIT 1

#### Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

### UNIT 2

#### Texts and culture

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

### UNIT 3

#### Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

### UNIT 4

#### Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

#### UNIT 3

##### Summative internal assessment 1 (IA1): 25%

- Examination — analytical written response

##### Summative internal assessment 2 (IA2): 25%

- Extended response — imaginative spoken/multimodal response

#### UNIT 4

##### Summative internal assessment 3 (IA3): 25%

- Extended response — imaginative written response

##### Summative external assessment (EA): 25%

- Examination — analytical written response

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### PATHWAYS

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

### OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## STRUCTURE

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

### UNIT 3

#### Ways of reading

- Readings and defences
- Complex transformation and defence

### UNIT 4

#### Exploration and evaluation

- Extended academic research paper
- Application of theory

## ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### UNIT 3

##### Summative internal assessment 1 (IA1): 20%

- Extended response — reading and defence

##### Summative internal assessment 2 (IA2): 20%

- Extended response — complex transformation and defence

### UNIT 4

##### Summative internal assessment 3 (IA3): 35%

- Extended response — academic research paper

##### Summative external assessment (EA): 25%

- Examination — theorised exploration of unseen text

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

### PATHWAYS

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

### STRUCTURE

#### UNIT 1

##### Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating multimodal and written texts

#### UNIT 2

##### Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating spoken and written texts

#### UNIT 3

##### Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

#### UNIT 4

##### Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identifies, places, events and concepts

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

###### Summative internal assessment 1 (IA1):

- Extended response — spoken/signed response

###### Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

##### UNIT 4

###### Summative internal assessment 3 (IA3):

- Extended response — Multimodal response

###### Summative internal assessment (IA4):

- Extended response — Written response

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports.

They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

### PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

### OBJECTIVES

By the conclusion of the course of study, students will:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

### STRUCTURE

#### UNIT 1

##### Real world accounting

- Accounting for a service business — cash, accounts receivable, accounts payable and no GST
- End-of-month reporting for a service business

#### UNIT 2

##### Management effectiveness

- Accounting for a trading GST business
- End-of-year reporting for a trading GST business

#### UNIT 3

##### Monitoring a business

- Managing resources for a trading GST business — non-current assets
- Fully classified financial statement reporting for a trading GST business

#### UNIT 4

##### Accounting — the big picture

- Cash management
- Complete accounting process for a trading GST business
- Performance analysis of a listed public company

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

###### Summative internal assessment 1 (IA1): 25%

- Examination — combination response

###### Summative internal assessment 2 (IA2): 25%

- Examination — short response

##### UNIT 4

###### Summative internal assessment 3 (IA3): 25%

- Project — cash management

###### Summative external assessment (EA): 25%

- Examination — short response

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

**PATHWAYS**

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

**OBJECTIVES**

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

**STRUCTURE**

UNIT 1

**Investigating the ancient world**

- Digging up the past
- Ancient societies — Slavery
- Ancient societies — Art and architecture
- Ancient societies — Weapons and warfare
- Ancient societies — Technology and engineering
- Ancient societies — The family
- Ancient societies — Beliefs, rituals and funerary practices.

UNIT 2

**Personalities in their time**

- Hatshepsut
- Akhenaten
- Xerxes
- Perikles
- Alexander the Great
- Hannibal Barca
- Cleopatra
- Agrippina the Younger
- Nero
- Boudica
- Cao Cao
- Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
- Richard the Lionheart

- Alternative choice of personality

UNIT 3

**Reconstructing the ancient world**

- Thebes — East and West, 18th Dynasty Egypt
- The Bronze Age Aegean
- Assyria from Tiglath Pileser III to the fall of the Empire
- Fifth Century Athens (BCE)
- Philip II and Alexander III of Macedon
- Early Imperial Rome
- Pompeii and Herculaneum
- Later Han Dynasty and the Three Kingdoms
- The 'Fall' of the Western Roman Empire
- The Medieval Crusades

UNIT 3

**People, power and authority**

Schools choose one study of power from:

- Ancient Egypt — New Kingdom Imperialism
- Ancient Greece — the Persian Wars
- Ancient Greece — the Peloponnesian War
- Ancient Rome — the Punic Wars
- Ancient Rome — Civil War and the breakdown of the Republic

UNIT 4

QCAA will nominate one topic that will be the basis for an external examination from:

- Thutmose III
- Rameses II
- Themistokles
- Alkibiades
- Scipio Africanus
- Caesar
- Augustus

**ASSESSMENT**

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

**SUMMATIVE ASSESSMENTS**

UNIT 3

<b>Summative internal assessment 1 (IA1):</b>	<b>25%</b>
• Examination — essay in response to historical sources	
<b>Summative internal assessment 2 (IA2):</b>	<b>25%</b>
• Independent source investigation	
<b>Summative internal assessment 3 (IA3):</b>	<b>25%</b>
• Investigation — historical essay based on research	
<b>Summative external assessment (EA):</b>	<b>25%</b>
• Examination — short responses to historical sources	

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

**PATHWAYS**

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

**OBJECTIVES**

By the conclusion of the course of study, students will:

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

**STRUCTURE**

UNIT 1

**Markets and models**

- The basic economic problem
- Economic flows
- Market forces

UNIT 2

**Modified markets**

- Markets and efficiency
- Case options of market measures and strategies

UNIT 3

**International economics**

- The global economy
- International economic issues

UNIT 4

**Contemporary macroeconomics**

- Macroeconomic objectives and theory
- Economic management

**ASSESSMENT**

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

**SUMMATIVE ASSESSMENTS**

UNIT 3

<b>Summative internal assessment 1 (IA1):</b>	<b>25%</b>
• Examination — combination response	
<b>Summative internal assessment 2 (IA2):</b>	<b>25%</b>
• Investigation — research report	

UNIT 4

<b>Summative internal assessment 3 (IA3):</b>	<b>25%</b>
• Examination — extended response to stimulus	
<b>Summative external assessment (EA):</b>	<b>25%</b>
• Examination — combination response	

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

### PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

### OBJECTIVES

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

### STRUCTURE

#### UNIT 1

#### Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

#### UNIT 2

#### Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

#### UNIT 3

#### Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

#### UNIT 4

#### Managing population change

- Population challenges in Australia
- Global population change

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

#### Summative internal assessment 1 (IA1): 25%

- Examination — combination response

#### Summative internal assessment 2 (IA2): 25%

- Investigation — field report

##### UNIT 4

#### Summative internal assessment 3 (IA3): 25%

- Investigation — data report

#### Summative external assessment (EA): 25%

- Examination — combination response

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

### PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

### OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

### STRUCTURE

#### UNIT 1

#### Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

#### UNIT 2

#### Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

#### UNIT 3

#### Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

#### UNIT 4

#### Human rights in legal contexts

- Human rights
- The effectiveness of international law
- Human rights in Australian contexts

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

#### Summative internal assessment 1 (IA1): 25%

- Examination — combination response

#### Summative internal assessment 2 (IA2): 25%

- Investigation — inquiry report 25%

##### UNIT 4

#### Summative internal assessment 3 (IA3): 25%

- Investigation — argumentative essay

#### Summative external assessment (EA): 25%

- Examination — combination response

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative.

Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

## OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

## STRUCTURE

### UNIT 1

#### Ideas in the modern world

- Australian Frontier Wars, 1788–1930s
- Age of Enlightenment, 1750s–1789
- Industrial Revolution, 1760s–1890s
- American Revolution, 1763–1783
- French Revolution, 1789–1799
- Age of Imperialism, 1848–1914
- Meiji Restoration, 1868–1912
- Boxer Rebellion, 1900–1901
- Russian Revolution, 1905–1920s
- Xinhai Revolution, 1911–1912
- Iranian Revolution, 1977–1979
- Arab Spring since 2010
- Alternative topic for Unit 1

### UNIT 2

#### Movements in the modern world

- Australian Indigenous rights movement since 1967
- Independence movement in India, 1857–1947
- Workers' movement since the 1860s
- Women's movement since 1893
- May Fourth Movement in China, 1919
- Independence movement in Algeria, 1945–1962
- Independence movement in Vietnam, 1945–1975
- Anti-apartheid movement in South Africa, 1948–1991
- African-American civil rights movement, 1954–1968

- Environmental movement since the 1960s
- LGBTIQ civil rights movement since 1969
- Pro-democracy movement in Myanmar (Burma) since 1988
- Alternative topic for Unit 2

### UNIT 3

#### National experiences in the modern world

- Australia, 1914–1949
- England, 1707–1837
- France, 1799–1815
- New Zealand, 1841–1934
- Germany, 1914–1945
- United States of America, 1917–1945
- Soviet Union, 1920s–1945
- Japan, 1931–1967
- China, 1931–1976
- Indonesia, 1942–1975
- India, 1947–1974
- Israel, 1948–1993
- South Korea, 1948–1972

### UNIT 4

#### International experiences in the modern world

- Australian engagement with Asia since 1945
- Search for collective peace and security since 1815
- Trade and commerce between nations since 1833
- Mass migrations since 1848
- Information Age since 1936
- Genocides and ethnic cleansings since 1941
- Nuclear Age since 1945
- Cold War, 1945–1991
- Struggle for peace in the Middle East since 1948
- Cultural globalisation since 1956
- Space exploration since 1957
- Rights and recognition of First Peoples since 1982
- Terrorism, anti-terrorism and counter-terrorism since 1984

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

#### UNIT 3

##### Summative internal assessment 1 (IA1): 25%

- Examination — essay in response to historical sources

##### Summative internal assessment 2 (IA2): 25%

- Independent source investigation

#### UNIT 4

##### Summative internal assessment 3 (IA3): 25%

- Investigation — historical essay based on research

##### Summative external assessment (EA): 25%

- Examination — short responses to historical sources

## GENERAL SENIOR SUBJECT

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

### UNIT 1

#### Design in practice

- Experiencing design
- Design process
- Design styles

### UNIT 2

#### Commercial design

- Explore — client needs and wants
- Develop — collaborative design

### UNIT 3

#### Human-centred design

- Designing with empathy

### UNIT 4

#### Sustainable design

- Explore — sustainable design opportunities
- Develop — redesign

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

#### UNIT 3

##### Summative internal assessment 1 (IA1): 15%

- Examination — design challenge

##### Summative internal assessment 2 (IA2): 35%

- Project

#### UNIT 4

##### Summative internal assessment 3 (IA3): 25%

- Project

##### Summative external assessment (EA): 25%

- Examination — design challenge

## GENERAL SENIOR SUBJECT

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

## PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

## OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

## UNIT 1

**Creating with code**

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

## UNIT 2

**Application and data solutions**

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

## UNIT 3

**Digital innovation**

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

## UNIT 4

**Digital impacts**

- Digital methods for exchanging data
- Complex digital data exchange problems and solution requirements
- Prototype digital data exchanges

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 20%**

- Investigation — technical proposal

**Summative internal assessment 2 (IA2): 30%**

- Project — digital solution

## UNIT 4

**Summative internal assessment 3 (IA3): 25%**

- Project — folio

**Summative external assessment (EA): 25%**

- Examination

## APPLIED SENIOR SUBJECT

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

## PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## OBJECTIVES

By the conclusion of the course of study, students should:

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

## STRUCTURE

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

## CORE TOPICS

- Fashion culture
- Fashion technologies
- Fashion design

## ELECTIVE TOPICS

- Adornment
  - Accessories
  - Millinery
  - Wearable art
- Collections
- Fashion designers
- Fashion in history
- Haute couture
- Sustainable clothing
- Textiles
- Theatrical design
- Merchandising

## ASSESSMENT

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- one extended response.

## PROJECT

**A response to a single task, situation and/or scenario.**

A project consists of a product component and at least one of the following components:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- product: 1–4.

## INVESTIGATION

**A response that includes locating and using information beyond students' own knowledge and the data they have been given.**

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

## EXTENDED RESPONSE

**A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.**

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

## PRODUCT

**A response applies identified skill/s in fashion technologies and design processes.**

- products 1–4

## APPLIED SENIOR SUBJECT

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## PATHWAYS

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## OBJECTIVES

By the conclusion of the course of study, students should:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

## STRUCTURE

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

## CORE TOPICS

- Hardware
- Software
- ICT in society

## ELECTIVE CONTEXTS

- Animation
- Application development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Network fundamentals
- Online communication
- Website production

## ASSESSMENT

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one extended response.

## PROJECT

**A response to a single task, situation and/or scenario.**

A project consists of a product component and at least one of the following components:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- product: continuous class time.

## EXTENDED RESPONSE

**A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.**

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

## GENERAL SENIOR SUBJECT

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

## PATHWAYS

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

## OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

## UNIT 1

**Resilience as a personal health resource**

## UNIT 2

**Peers and family as resources for healthy living**

- Alcohol (elective)
- Body image (elective)

## UNIT 3

**Community as a resource for healthy living**

- Homelessness (elective)
- Road safety (elective)
- Anxiety (elective)

## UNIT 4

**Respectful relationships in the post-schooling transition**

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 25%**

- Investigation — action research

**Summative internal assessment 2 (IA2): 25%**

- Examination — extended response 25%

## UNIT 4

**Summative internal assessment 3 (IA3): 25%**

- Investigation — analytical exposition

**Summative external assessment (EA): 25%**

- Examination

## GENERAL SENIOR SUBJECT

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

## OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

## STRUCTURE

## UNIT 1

**Motor learning, functional anatomy, biomechanics and physical activity**

- Motor learning integrated with a selected physical activity
- Functional anatomy and biomechanics integrated with a selected physical activity

## UNIT 2

**Sport psychology, equity and physical activity**

- Sport psychology integrated with a selected physical activity
- Equity — barriers and enablers

## UNIT 3

**Tactical awareness, ethics and integrity and physical activity**

- Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity
- Ethics and integrity

## UNIT 4

**Energy, fitness and training and physical activity**

- Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 25%**

- Project — folio

**Summative internal assessment 2 (IA2): 20%**

- Investigation — report

## UNIT 4

**Summative internal assessment 3 (IA3): 30%**

- Project — folio

**Summative external assessment (EA): 25%**

- Examination — combination response

## GENERAL SENIOR SUBJECT

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## PATHWAYS

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## STRUCTURE

## UNIT 1

**Agricultural systems**

- Agricultural enterprises A
- Animal production A
- Plant production A

## UNIT 2

**Resources**

- Management of renewable resources
- Physical resource management
- Agricultural management, research and innovation

## UNIT 3

**Agricultural production**

- Animal production B
- Plant production B
- Agricultural enterprises B

## UNIT 4

**Agricultural management**

- Enterprise management
- Evaluation of an agricultural enterprise's sustainability

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 10%**

- Data test

**Summative internal assessment 2 (IA2): 20%**

- Student experiment

## UNIT 4

**Summative internal assessment 3 (IA3): 20%**

- Research investigation

**Summative external assessment (EA): 50%**

- Examination

## GENERAL SENIOR SUBJECT

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## STRUCTURE

## UNIT 1

**Cells and multicellular organisms**

- Cells as the basis of life
- Multicellular organisms

## UNIT 2

**Maintaining the internal environment**

- Homeostasis
- Infectious diseases

## UNIT 3

**Biodiversity and the interconnectedness of life**

- Describing biodiversity
- Ecosystem dynamics

## UNIT 4

**Heredity and continuity of life**

- DNA, genes and the continuity of life
- Continuity of life on Earth

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 10%**

- Data test

**Summative internal assessment 2 (IA2): 20%**

- Student experiment

## UNIT 4

**Summative internal assessment 3 (IA3): 20%**

- Research investigation

**Summative external assessment (EA): 50%**

- Examination

## GENERAL SENIOR SUBJECT

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## STRUCTURE

## UNIT 1

**Chemical fundamentals — structure, properties and reactions**

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions — reactants, products and energy change

## UNIT 2

**Molecular interactions and reactions**

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

## UNIT 3

**Equilibrium, acids and redox reactions**

- Chemical equilibrium systems
- Oxidation and reduction

## UNIT 4

**Structure, synthesis and design**

- Properties and structure of organic materials
- Chemical synthesis and design

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 10%**

- Data test

**Summative internal assessment 2 (IA2): 20%**

- Student experiment

## UNIT 4

**Summative internal assessment 3 (IA3): 20%**

- Research investigation

**Summative external assessment (EA): 50%**

- Examination

## GENERAL SENIOR SUBJECT

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## STRUCTURE

## UNIT 1

**Thermal, nuclear and electrical physics**

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

## UNIT 2

**Linear motion and waves**

- Linear motion and force
- Waves

## UNIT 3

**Gravity and electromagnetism**

- Gravity and motion
- Electromagnetism

## UNIT 4

**Revolutions in modern physics**

- Special relativity
- Quantum theory
- The Standard Model

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 10%**

- Data test

**Summative internal assessment 2 (IA2): 20%**

- Student experiment

## UNIT 4

**Summative internal assessment 3 (IA3): 20%**

- Research investigation

**Summative external assessment (EA): 50%**

- Examination

## STRUCTURE

## UNIT 1

**Ma vie – My world**

- Family/carers and friends
- Lifestyle and leisure
- Education

## UNIT 2

**L'exploration du monde – Exploring our world**

- Travel
- Technology and media
- The contribution of French culture to the world

## UNIT 3

**Notre société – Our society**

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

## UNIT 4

**Mon avenir – My future**

- Finishing secondary school, plans and reflections
- Responsibilities and moving on

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3 UNIT 4

**Summative internal assessment 1 (IA1): 15%**

- Examination — short response

**Summative internal assessment 2 (IA2): 30%**

- Examination — combination response

**Summative internal assessment 3 (IA3): 30%**

- Extended response

**Summative external assessment (EA): 25%**

- Examination — combination response

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

## PATHWAYS

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

French Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

Students use their background knowledge and skills in French to investigate how meaning is communicated in French texts. In doing so, they use and enhance the language acquired and developed in the General French syllabus to engage more deeply with a range of text types by creating meaning in French.

Students engage with creative thought and expression in French in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in French, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of French texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

French Extension is a course of study consisting of two units. It is an extension of the General syllabus in French and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent.

### PATHWAYS

A course of study in French Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

### OBJECTIVES

By the conclusion of the course of study, students will:

- apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in French for context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

### STRUCTURE

#### UNIT 3

##### Guided investigation

The school chooses two areas of study from the list below:

- literature
- the arts
- social sciences
- media studies
- innovation, science and technology
- business and commerce.

##### Independent investigation

The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESMENT

##### UNIT 3

**Summative internal assessment 1 (IA1):** **20%**

- Examination — combination response

**Summative internal assessment 2 (IA2):** **25%**

- Examination — extended response

##### UNIT 4

**Summative internal assessment 3 (IA3):** **30%**

- Project — investigative folio

**Summative external assessment (EA):** **25%**

- Examination — extended response

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

### STRUCTURE

#### UNIT 1

私の暮らし

##### My world

- Family/carers and friends
- Lifestyle and leisure
- Education

#### UNIT 2

私達のまわり

##### Exploring our world

- Travel
- Technology and media
- The contribution of Japanese culture to the world

#### UNIT 3

私達の社

##### Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

#### UNIT 4

私の

##### My future

- Finishing secondary school, plans and reflections
- Responsibilities and moving on

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

**Summative internal assessment 1 (IA1):** **15%**

- Examination — short response

**Summative internal assessment 2 (IA2):** **30%**

- Examination — combination response

##### UNIT 4

**Summative internal assessment 3 (IA3):** **30%**

- Extended response

**Summative external assessment (EA):** **25%**

- Examination — combination response

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

### PATHWAYS

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

### STRUCTURE

#### UNIT 1

##### Moving bodies

- How does dance communicate meaning for different purposes and in different contexts?
- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - meaning, purpose and context
  - historical and cultural origins of focus genres

#### UNIT 2

##### Moving through environments

How does the integration of the environment shape dance to communicate meaning?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - physical dance environments including site-specific dance
  - virtual dance environments

#### UNIT 3

##### Moving statements

How is dance used to communicate viewpoints?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - social, political and cultural influences on dance

#### UNIT 4

##### Moving my way

How does dance communicate meaning for me?

- Genres:
  - fusion of movement styles
- Subject matter:
  - developing a personal movement style
  - personal viewpoints and influences on genre

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

**Summative internal assessment 1 (IA1):** 20%

- Performance

**Summative internal assessment 2 (IA2):** 20%

- Choreography

##### UNIT 4

**Summative internal assessment 3 (IA3):** 35%

- Project — dance work

**Summative external assessment (EA):** 25%

- Examination — extended response

### GENERAL SENIOR SUBJECT

Drama fosters creative and expressive communication.

It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

### PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

### STRUCTURE

#### UNIT 1

##### Share

How does drama promote shared understandings of the human experience?

- cultural inheritances of storytelling
- oral history and emerging practices • a range of linear and non-linear forms

#### UNIT 2

##### Reflect

- How is drama shaped to reflect lived experience?
- Realism, including Magical Realism, Australian Gothic
- associated conventions of styles and texts

#### UNIT 3

##### Challenge

- How can we use drama to challenge our understanding of humanity?
- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- associated conventions of styles and texts

#### UNIT 4

##### Transform

- How can you transform dramatic practice?
- Contemporary performance
- associated conventions of styles and texts
- inherited texts as stimulus

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### SUMMATIVE ASSESSMENTS

##### UNIT 3

**Summative internal assessment 1 (IA1):** 20%

- Performance 20%

**Summative internal assessment 2 (IA2):** 20%

- Project — dramatic concept

##### UNIT 4

**Summative internal assessment 3 (IA3):** 35%

- Project — practice-led project

**Summative external assessment (EA):** 25%

- Examination — extended response

## GENERAL SENIOR SUBJECT

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

## PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

## OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

## STRUCTURE

## UNIT 1

**Designs**

Through inquiry learning, the following is explored:

- How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

## UNIT 2

**Identities**

Through inquiry learning, the following is explored:

- How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

## UNIT 3

**Innovations**

Through inquiry learning, the following is explored:

- How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

## UNIT 4

**Narratives**

Through inquiry learning, the following is explored:

- How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

## UNIT 3

**Summative internal assessment 1 (IA1): 20%**

- Performance

**Summative internal assessment 2 (IA2): 20%**

- Composition

## UNIT 4

**Summative internal assessment 3 (IA3): 35%**

- Integrated project

**Summative external assessment (EA): 25%**

- Examination

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

## PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

## OBJECTIVES

By the conclusion of the course of study, students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

## STRUCTURE

## UNIT 3

**Explore**

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

## UNIT 4

**Emerge**

- Key idea 3: Independent best practice

## ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## UNIT 3

**Summative internal assessment 1 (IA1): 20%**

- Composition 1

**Summative internal assessment 2 (IA2): 20%**

- Composition 2

## UNIT 4

**Summative internal assessment 3 (IA3): 35%**

- Composition project

**Summative external assessment (EA): 25%**

- Examination — extended response

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

### PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

### STRUCTURE

#### UNIT 3

##### Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

#### UNIT 4

##### Emerge

- Key idea 3: Independent best practice

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### UNIT 3

**Summative internal assessment 1 (IA1):** **20%**

- Investigation 1

**Summative internal assessment 2 (IA2):** **20%**

- Investigation 2

#### UNIT 4

**Summative internal assessment 3 (IA3):** **35%**

- Musicology project

**Summative external assessment (EA):** **25%**

- Examination — extended response

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

### STRUCTURE

#### UNIT 3

##### Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

#### UNIT 4

##### Emerge

- Key idea 3: Independent best practice

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

#### UNIT 3

**Summative internal assessment 1 (IA1):** **20%**

- Investigation 1

**Summative internal assessment 2 (IA2):** **20%**

- Investigation 2

#### UNIT 4

**Summative internal assessment 3 (IA3):** **35%**

- Performance project

**Summative external assessment (EA):** **25%**

- Examination — extended response



### VOCATIONAL EDUCATION AND TRAINING

In the new QCE system, achievement of a VET Certificate III or above, in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR). The approach recognises the role that VET plays in senior studies and the transition to employment, vocational and higher education pathways, while also ensuring that students have a sufficient breadth of academic subjects to cope with the demands of tertiary study.

At The Glennie School, students can undertake a VET course through either a school-based traineeship, or through a vocational course. The School currently offers Certificate II and III in Hospitality and is in the process of being accredited for Certificate III in Business.

Additional courses that are currently being delivered to our students include Animal Studies, Active Volunteering, Beauty Therapy and Health Services. Students who would like to undertake an external qualification whilst still at school must discuss this with the VET Co-ordinator.

### TRAINEESHIPS

The School offers opportunities for students to undertake school-based traineeships in areas such as Agriculture, Childcare and Sport and Recreation, and specific trades such as Hairdressing. Employers must be matched with students before a traineeship can be offered.

Students wishing to take up this option should speak with the School's VET Co-ordinator, so that a search for a suitable employer can begin.

Students will be enrolled in Certificate III in Business, a nationally accredited Qualification as part of the ASQA (Australian Skills Quality Authority) Framework. This course will equip students with the skills and training to utilise essential business technology and systems. This course will give students an understanding of workplace procedures; including workplace health and safety processes, financial record keeping, monitoring and maintaining resource usage and skills to write business documents.

### ASSESSMENT

Assessment consists mainly of practical activities developed to give holistic assessment of skills and knowledge in simulated work scenarios of industry or workplace. Some short response written tasks as well as observation and questioning will comprise the assessment techniques used to demonstrate competence.

### CAREER OPTIONS

This subject aims to provide introductory knowledge and skills required to begin a career in industries that utilise information technology. The skills, attitudes and knowledge acquired will assist students to gain employment in Information Technology Support, Computer Sales and Installation, ICT Reception and Junior Helpdesk roles. And for Business; Administration Assistant, Clerical Work, Data Entry, Information Desk roles, Office Reception as well as prepare them for future studies.

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team

- Customer service adviser
- Data entry operator
- General clerk
- Payroll officer
- Typist
- Word processing operator

A pathway is the route or course of action taken to get to a destination. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs
- on-the-job training, e.g. apprenticeships, traineeships
- recognition of prior learning
- credit transfer

### CERTIFICATE III IN BUSINESS

To attain BSB30115 Certificate III in Business, the following 12 units must be completed successfully:

#### CORE UNITS

BSBWHS302 Apply knowledge of WHS legislation in the workplace

#### ELECTIVE UNITS

BSBFLM311 Support a workplace learning environment

BSBITU302 Create electronic presentations BSBITU303 Design and produce text documents

BSBITU304 Produce spreadsheets BSBITU306 Design and produce business documents

BSBITU309 Produce desktop published documents

BSBPRO301 Recommend products and services

BSBWOR301 Organise personal work priorities and development

BSBWRT301 Write simple documents

#### IMPORTED ELECTIVES

BSBITU307 Develop keyboarding speed and accuracy

ICTWEB201 Use social media tools for collaboration and engagement

**SCHOOL-BASED VET SUBJECT VET**

Hospitality is a two year subject, during which students have the opportunity to complete a Certificate II in Hospitality qualification. Additionally, students with a particular career focus on the Hospitality industry may choose to progress into the Certificate III qualification during year 12. These nationally recognised qualifications do not contribute to a student's OP but do contribute to their QCE. If not all units are completed, students will receive Statements of Attainment for units which have been completed.

The emphasis in this course is on the acquisition and development of practical skills, with students being assessed on competency in food and beverage preparation and service. The vocational units are assessed in partnership with an external registered training company (RTO). Students will also be required to maintain a work diary to document their own learning progress and participation throughout the course.

Skill development occurs through a dynamic training/assessment process, where the focus is on authentic delivery of food and beverage service. Learning activities are centred around Cafe G, lunchtime cafes, in-class events and functions which occur outside school hours. Accordingly, there is a significant requirement for students to participate in food and beverage service events which frequently fall outside the 'normal' class schedule, and students enrolling in this certificate are required to demonstrate a commitment to participation in these events. The practical, hands-on tasks will enrich student understanding of the theory within the Certificate II units, and is required for successful completion of specific units within the qualification.

**CORE UNITS**

- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices
- BSBWOR203 Work effectively with others
- SITXFSA001 Use hygienic practices for food safety
- SITXCOM002 Show social and cultural sensitivity

**ELECTIVE UNITS**

The following elective units will be undertaken:

- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB002 Provide responsible service of alcohol
- SITHCCC002 Prepare simple dishes
- SITHFAB005 Prepare and serve espresso coffee

**TRAINING ACTIVITY**

A four day off-campus training activity will also see students complete the following units:

- SITHFAB003 Operate a bar
- SITHFAB001 Clean and Tidy Bar

**ADDITIONAL UNITS**

Students in Year 12 wishing to progress to completing the Certificate III in Hospitality qualification will also undertake the following additional units, for which fee for service payment will be required:

- SIXTCCS006 Provide service to customers
- SITHIND004 Work effectively in Hospitality service
- SITXHRM001 Coach others in Job skills

**ASSESSMENT**

A system of 'evidence-gathering' is used to collect information on each student's ability to demonstrate practical skills and understanding of the underpinning concepts of each unit.

Information may be gathered by:

- observation of practical activities and role-plays
- workplace supervisor's reports
- completion of workbooks
- questions (written or verbal)
- student reports on activities, events, and group work

**CAREER OPTIONS**

Hospitality qualifications can lead to a career in the Hospitality or Tourism sectors, and can also improve students' chances of gaining employment while completing further study. However, many interpersonal and work skills developed in this course are integral to success in any career field. Goals for students within the National Vocational Education framework include:

- increased self-confidence
- responsible attitude to safety, health and well-being of self and others
- ability to communicate effectively in a diverse social environment
- teamwork, co-operative planning and problem solving
- empathy and understanding of social justice and cultural diversity issues
- awareness of ethical and responsible attitudes within the work environment

**RELIGIOUS EDUCATION**

In Year 11, Religious Education focuses on Ethics. The course begins with an exploration of the concept of social justice and human rights. This gives students the opportunity to learn about current events where human rights have been violated, such as Tiananmen Square, the Rwandan Genocide. We then go on to study some of the major ethical issues confronting modern society in the area of personal and family relationships. The issues covered will be family, marriage and divorce, human sexuality, abortion and human fertility-surrogacy, IVF, and cloning. The aim of this course is to introduce the students to the idea of moral decision making and how we come to decisions about many ethical questions - including the appraisal of religious ideas.

In Year 12 Religious Education, we continue looking at ethical issues facing our society. The issues discussed are chosen from a range of topics including capital punishment, racism, apartheid, euthanasia and the concept of a just war. We also do a study of religious cults and watch a series of three programmes on the historical and archaeological evidence for Christianity.

For Years 11 and 12, the lessons are all discussion-based and there is no formal assessment.

**CAREERS EDUCATION**

Careers Education at The Glennie School is a key component of both the transition into the senior years, as well as the transition from school to higher education and employment.

Throughout Years 10 – 12, opportunities are available to support students in their endeavours: to explore, decide and prepare for future pathways. Throughout the year, staff from Careers and Vocational Education are available to assist students with general careers advice, as well as support in VET pathways, subject selection and changes, resume writing, job applications, interview preparation, tertiary pathways and program information, university, residential college and scholarship applications, work experience, careers expos, university experience programs and GAP year programs.

In Year 11, students build on the careers planning completed in Years 9 and 10 through Be Real, Get Set and SET Planning.

The focus is on researching career options more thoroughly to build career goals and aspirations that align with their preferred future. The students develop the skills and tools required to access career information and use this to manage their careers now and in the future.

In Year 12, students have fortnightly careers sessions focussed on helping them to narrow their choices and make next step decisions for their career paths. Universities, colleges and guest speakers regularly visit the School to present options and programs across a broad range of post-secondary study options. In Term 3, students are supported in understanding the QTAC application process and in applying for interstate education programs, residential colleges and scholarships. Exit interviews are held with each student individually to ensure that they have a pathway to their desired course or career. In addition, those who apply for tertiary places are able to access careers advice during the change of preference period and offer rounds.

The Careers and VET team value the importance of individualised career discussions, especially with such a vast range of post-schooling options available. Students and parents are welcome to make an appointment to discuss individual options any time throughout the senior years.

---

## PERSONAL DEVELOPMENT

The Glennie School has long recognised the importance of a carefully and thoughtfully developed program of personal development. Our program is designed to ensure both Middle and Senior School students are able to adequately deal with the many and varied challenges of adolescence. The personal development of each student as a complete person is a key focus of a strong and committed staff who seek to maximise student learning and development in this core area of curriculum.

When students leave school, it is often the personal skills they have developed of self-confidence, motivation, discipline and leadership, that enable them to succeed in their chosen path. The School's flexible approach to education encourages all students to achieve their personal best in many areas, providing recognition and building confidence.

The Personal Development Program supports the School's approach to pastoral care and is designed to promote the social, ethical, physical, intellectual and emotional development of students.

The goals of the Personal Development Program are to:

- foster a safe, disciplined and supportive learning environment where all members of the school community are accepted and valued;
- develop each girl's ethical behaviour, decision making skills, independence and inter-dependence, tolerance, respect and community mindedness, social competence communication skills and self-esteem;
- assist girls to become responsible, effective, creative and enterprising members of the School and wider community.

The program operates under four key themes:

- Relationships and interpersonal skills
- Health
- Future planning
- Study management

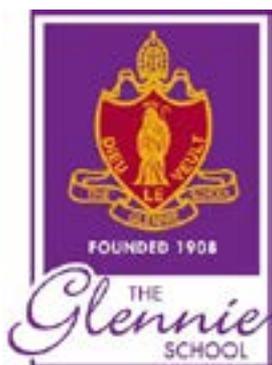
Issues explored include:

- Future Pathways: School-based traineeships, TAFE, QCE
- Personal development: Healthy relationships, family patterns, sibling and personal relationships (qualified guest speakers discuss domestic violence, sex education, contraception, STIs.)
- Future Pathways: Guest speakers from the major tertiary providers
- Preparation for life beyond school: Guest speakers from qualified professionals in the areas of Defensive Driving, Road Accident Awareness Program (RAAP), electoral enrolment, financial planning, drug awareness and other areas of concern as requested by students.

## STUDY SKILLS

The study skills course in Years 10 – 12 is based on the Mighty Minds program Pathways to Success. The course focuses on three key aspects of improving the effective learning skills of all students in the new QCE:

- Supporting students to employ active and productive learning methods - students are given the opportunity to set goals, organise study groups, create workable timetables and develop effective learning routines.
- Developing fundamental learning and higher order thinking abilities – students are given the opportunity to practise various problem-solving methods in a wide variety of situations.
- Developing an understanding of the Cognitive Verbs that underpin the new senior syllabuses – students are given the opportunity to recognise the verbs when they are implicitly used in assessment tasks and to practise applying their understanding of the verbs across the range of subject areas



TOOWOOMBA

## THE GLENNIE SCHOOL

246A Herries Street,  
Toowoomba, Qld, 4350

P: (07) 4688 8888

F: (07) 4688 8848

W: [www.glennie.qld.edu.au](http://www.glennie.qld.edu.au)

The Corporation of the Synod of  
The Diocese of Brisbane  
The Glennie School  
CRICOS Provider Number: 00496D

**ANGLICAN • GIRLS K-12 • DAY • BOARDING**